DOCUMENT RESUME

ED 202 175 EA 013 634

AUTHOR Butler, Willie M. J.; Parker, Donald W.
TITLE Community Councils: 5 Steps to Success.
INSTITUTION Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE [80]
CONTRACT 300-79-0312
NOTE 61p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Advisory Committees; *Community Involvement; *Community Organizations; Elementary Secondary Education; Government School Relationship; Leadership; Organizational Objectives
IDENTIFIERS *Teacher Corps

ABSTRACT

Combining cartoons with brief narratives, this handbook identifies the five steps for developing the community councils mandated for each Teacher Corps project. The five steps are (1) establishing the community council as an organization, (2) identifying short-and long-term goals, (3) expanding community involvement, (4) training council members and the Teacher Corps volunteer, and (5) practicing shared governance. Included in the discussion of these steps are Teacher Corps structures and requirements, leadership needs and styles, information needs, council functions, community and Teacher Corps objectives, and ways of building community support. (RW)

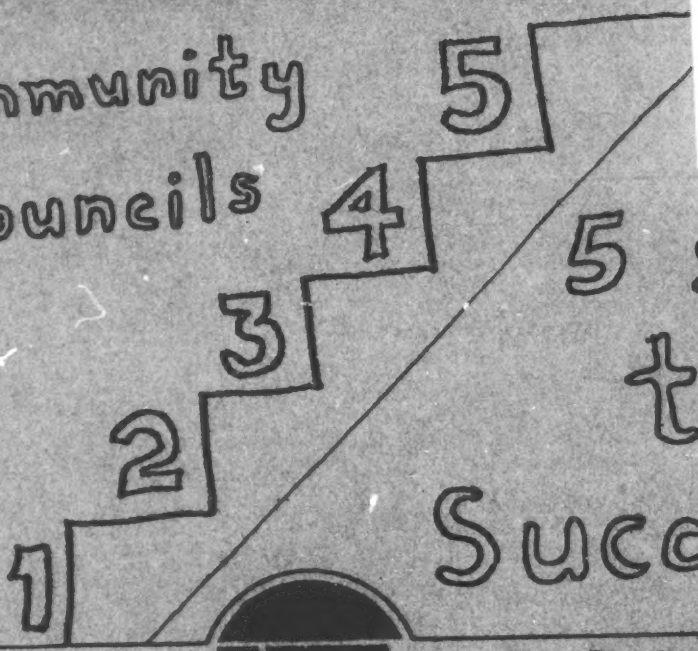
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TEACHER CORPS
ED202175
EA 013 634

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Community Councils



5 steps to Success

EASTERN

RCTR

Recruitment and Community Technical Resource Center

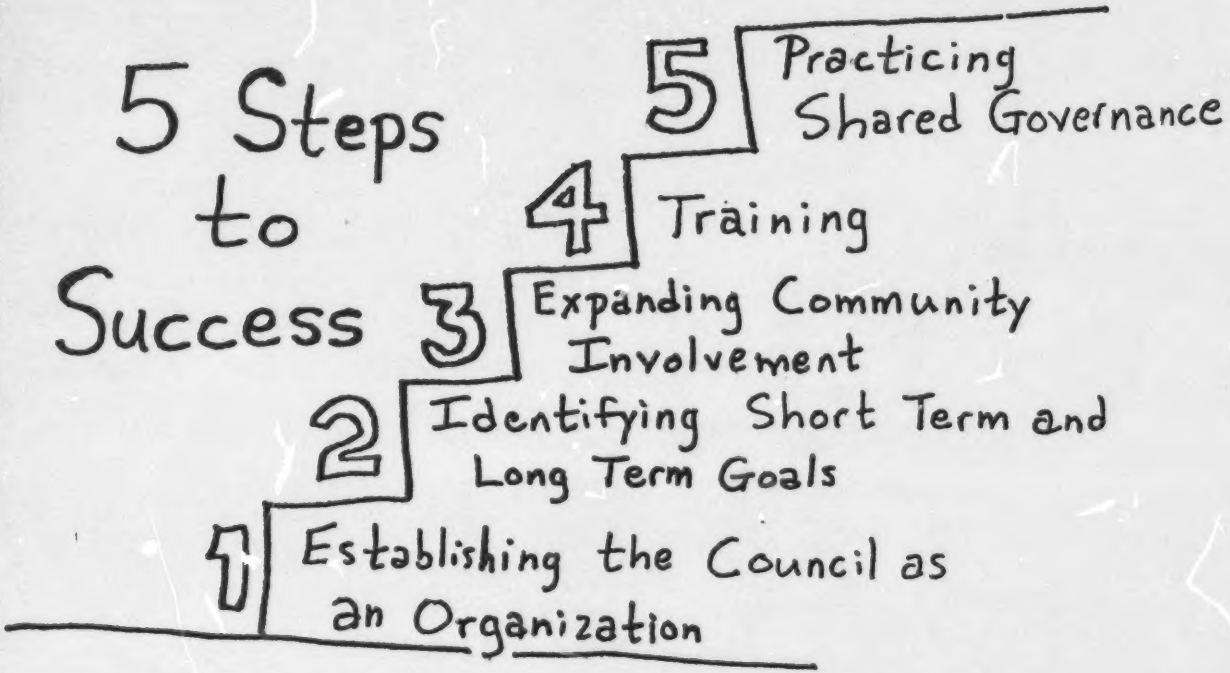
By:

Willie M. J. Butler
and
Donald W. Parker

With Graphics By:
David Phipps

This publication was prepared pursuant to Contract No. 300790312 with Teacher Corps, U.S. Office of Education, Department of Health, Education and Welfare. Points of view or opinions expressed herein do no necessarily represent the position or policy of the U.S. Office of Education, and no official endorsement by U.S.O.E. should be inferred.

5 Steps to Success


5 Practicing Shared Governance
4 Training
3 Expanding Community Involvement
2 Identifying Short Term and Long Term Goals
1 Establishing the Council as an Organization

By.

Willie M. J. Butler
and
Donald W. Parker

With Graphics By:
David Phipps

Acknowledgements

This booklet, 5 Steps to Success, grew out of one of the documentation reports for the Eastern Regional Community Council Chairperson's Conference, held in the Washington, D. C. Metropolitan area on December 6-8, 1979. I would like to extend a special note of thanks to Ms. Willie Butler, Mr. David Phipps, Mrs. Velma Robinson and Mrs. Leah Durphy for their contributions toward making this booklet possible. We do not know who should be given credit for identifying the five steps of council development, but we do know that these steps were used by community councils in the Urban/Rural School Development Program which was directed by Mr. Pete Mesa, now Superintendent of Schools in Milpitas, California.

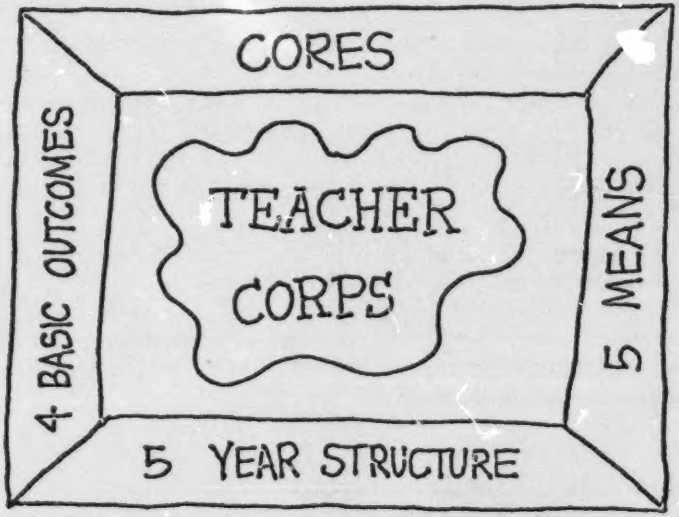
Donald W. Parker, Director
Eastern RCTR Center

INTRODUCTION:

This booklet is a graphic presentation of important ideas, concepts and practices that relate to the establishment and maintenance of effective community councils in the Teacher Corps Program. The illustrations presented are an artist's perception of events and situations that are likely to occur during the life of a project and, in particular, a Teacher Corps Community Council. The narrative accompanying each illustration serves to reinforce the idea, concept, or practice depicted.

These materials were prepared as an additional vehicle for explaining and clarifying the core concepts of the Teacher Corps program. Special attention has been given to the role and function of Community Councils as they relate to Teacher Corps projects.

A FRAMEWORK


CORES
4 BASIC OUTCOMES
TEACHER CORPS
5 MEANS
5 YEAR STRUCTURE

The purpose of the Teacher Corps is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local education agencies to improve programs of training and retraining for teachers and teacher aides, and other educational personnel.

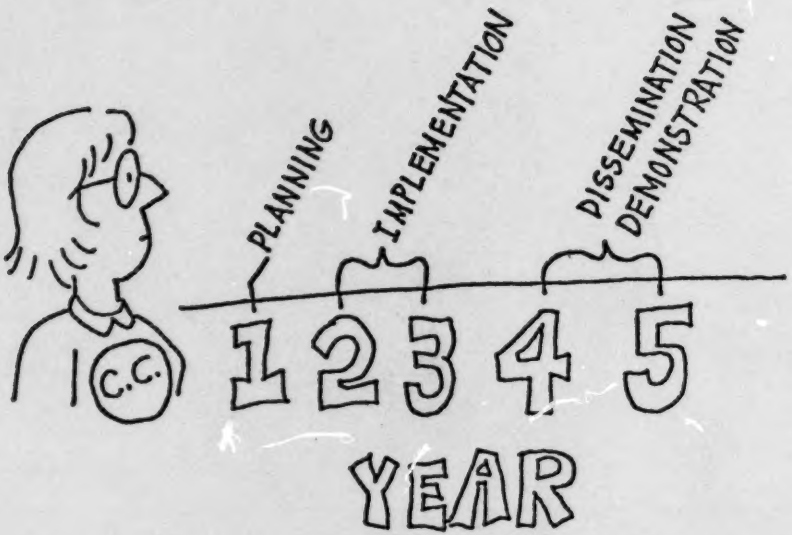
The Teacher Corps Regulations state that each project must address the following outcomes:

(a) an improved school climate which fosters the learning of children from low-income families.
(b) an improved educational personnel development system for persons serving or preparing to serve in schools that serve children from low-income families.
(c) the continuation of improvements made as a result of the project after Federal funding ends.
(d) the adoption or adaptation of these educational improvements by other educational agencies and institutions.

In their efforts to respond to these outcomes, each project must incorporate the following program elements (some times referred to as "means") in to its program design:

1. Collaborative governance
2. Education that is multi-cultural
3. The integration of pre-service and in-service teacher training
4. Community Based Education
5. Improved educational personnel competency to deal with varibility in children

When training is provided to new council members in order to help them learn their roles in Teacher Corps, care should be exercised to try to avoid or minimize the use of educational jargon. Explanations should be given without the use of confusing terms. At times the use of terms is necessary. When their use is necessary, care should be taken to see that everyone is clear on meanings.

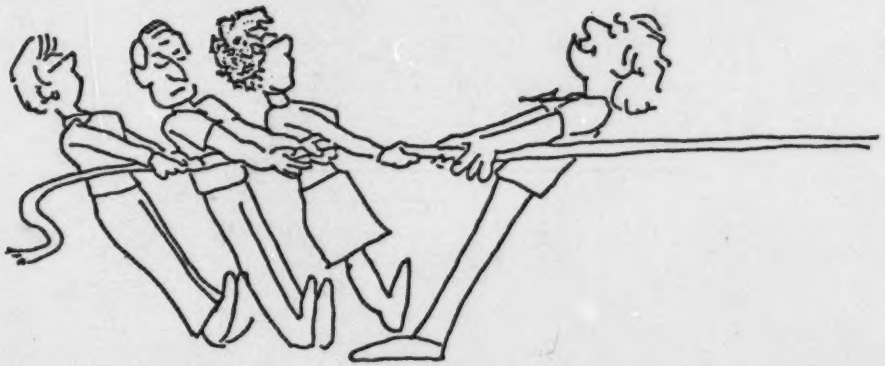


The Community Council must be an active participating group in all aspects of each Teacher Corps project over the project's entire five year funding period.

The Community Council cannot be overlooked! The Community Council is one entity among the three collaborating partners, in the Teacher Corps Program, which has important basic needs. Among these needs are:

(a) information
(b) understanding
(c) training

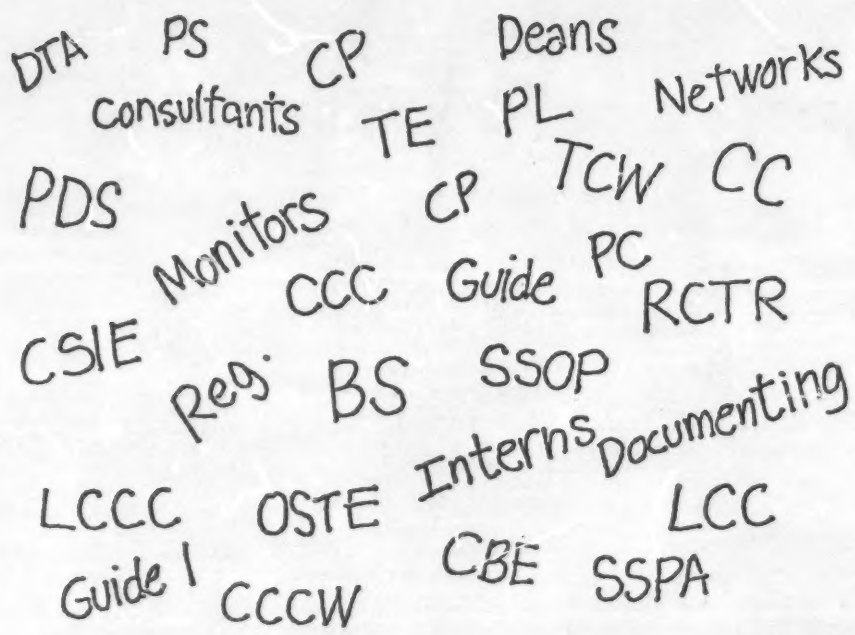
WE ARE A TEAM - SO LET'S ALL PULL THE SAME WAY!



Each project participant should think of himself or herself as a member of a team. The team works toward common goals.

DISCUSSIONS FROM A TO Z

When planning for the implementation of any program, it is almost always necessary for the persons or groups involved to seek and share information in order to increase understanding, clarify roles and to improve communication. Community Council members should concern themselves with such questions as: What is our role? What are our goals, and What resources are available? etc. Answering these kinds of questions usually enable everyone to feel more comfortable about project goals and objectives. Consequently this permits the council to function more effectively, ensuring greater the success of the Project.



Abbreviations, accronyms and terms. Some of these may appear familiar.

DOCUMENTORS

Documentation, recording what goes on, is an important part of each Project. Documentation includes keeping records on the processes used for planning activities, what happens while activities are being implemented, and what happens as a result of the activities.

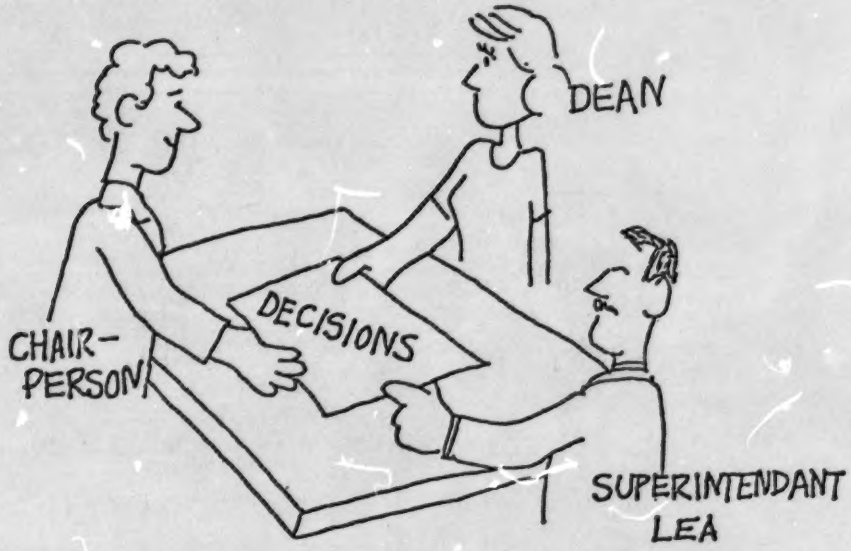
Involvement is one of the master keys which contributes to the development of an effective Community Council.

Beginning with Program '78 Teacher Corps Projects, involvement included the community officially. In Teacher Corps, elected Community Councils are mandated by law.

ALL IN THE SAME BOAT!

Also, beginning with Program '78, the major collaborating partners of each Teacher Corps Project became (a) the local school district; (b) the Community; and (c) the institution of higher education. This trio collaboratively sets policy and makes decisions for the Project. In Teacher Corps, this decision making group is called the Policy Board.

COMMON CONFIGURATION



Each Teacher Corps project must have a Policy Board consisting of a minimum of three representatives, the Dean of the participating college or university's school of education, the chairperson of the community council, and the superintendent of the local school district. It is important that each member of the policy board be informed and knowledgeable about the project's goals and objectives in order to carry out the tasks of participating in project policy decision making.

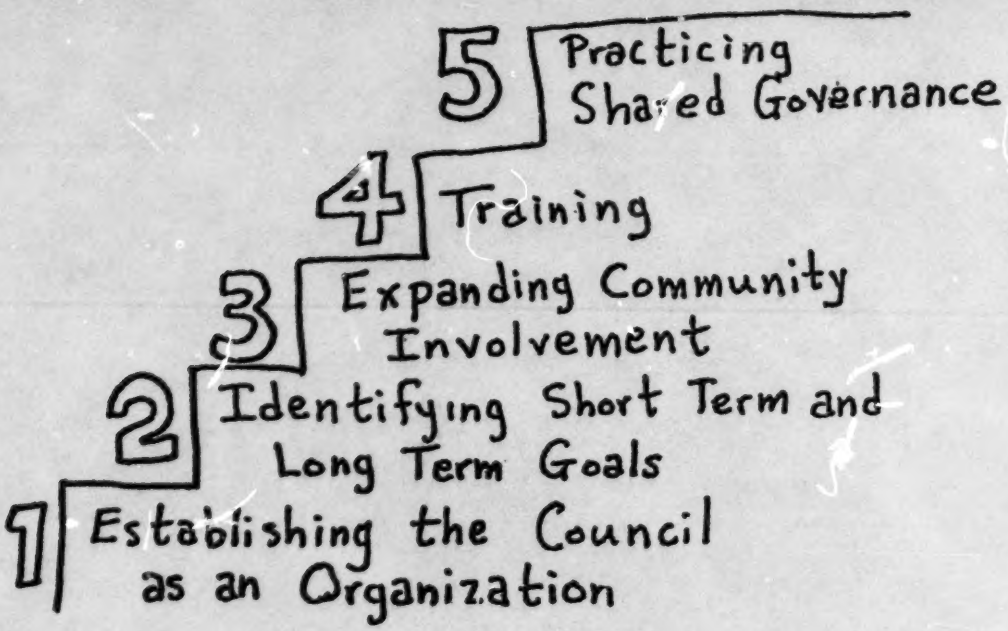
HOW DOES ONE ATTAIN PARITY?

Parity refers to the equality of each member on the Policy Board. Each Project must employ strategies to attain parity.

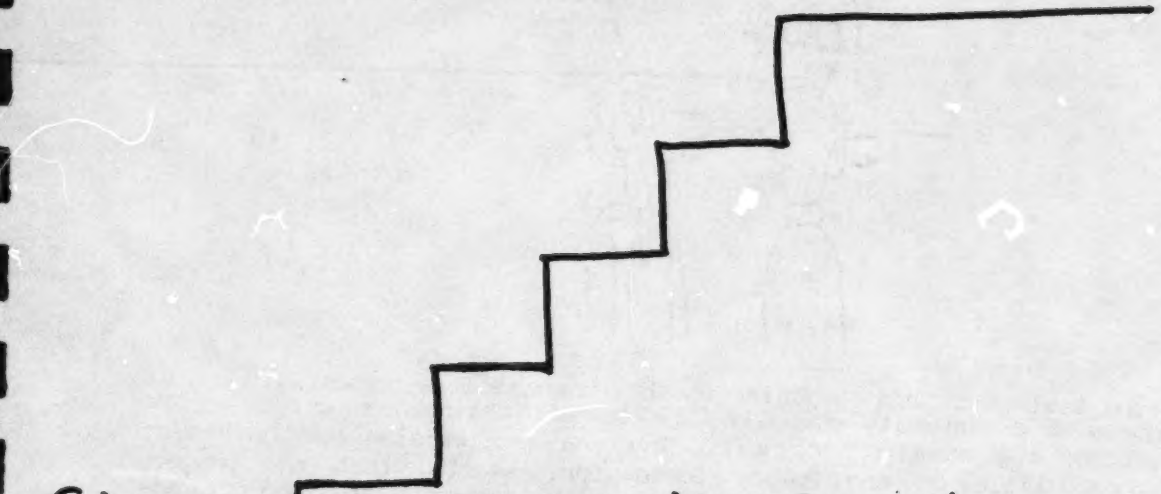
To the Council Chairperson who understands the concepts of parity we say: "Don't panic or get overwhelmed at the thought of being on a board with The Dean and the Superintendent."

KEEPING IT ON COURSE

The "IT" in "keeping IT on course" refers to the community council, the policy board, and the project. One of the responsibilities of the community council is to help make sure that the project complies with the terms of its proposal and that the project considers the input provided by all groups associated with the project. This responsibility is also shared by the two other constituent groups that make up the project, the school district and university representatives.


5 Practicing Shared Governance
4 Training
3 Expanding Community Involvement
2 Identifying Short Term and Long Term Goals
1 Establishing the Council as an Organization

Council development usually follows these five steps.



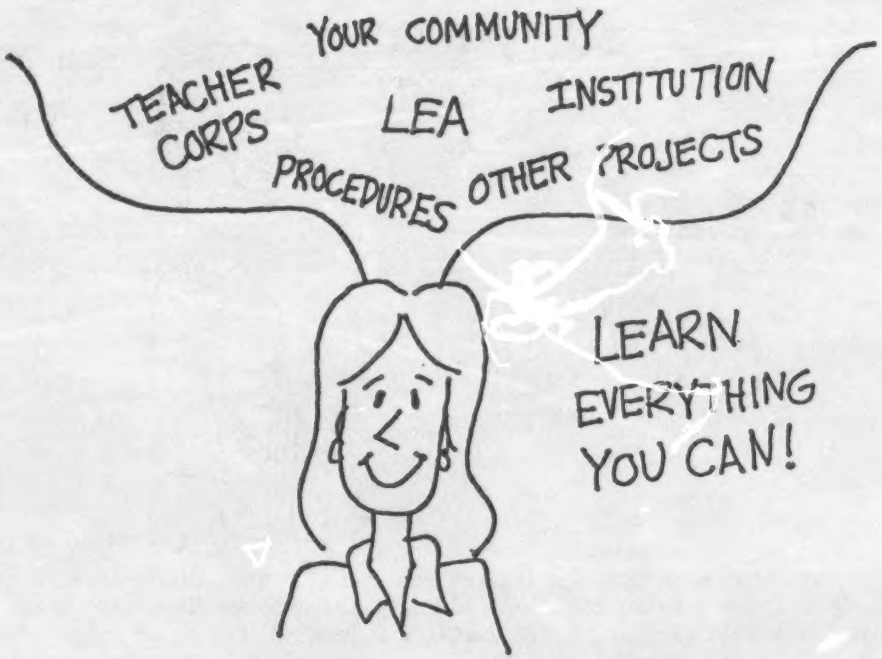
Step 1 Establishing the Council as an Organization

PROBLEMS IN LEADERSHIP

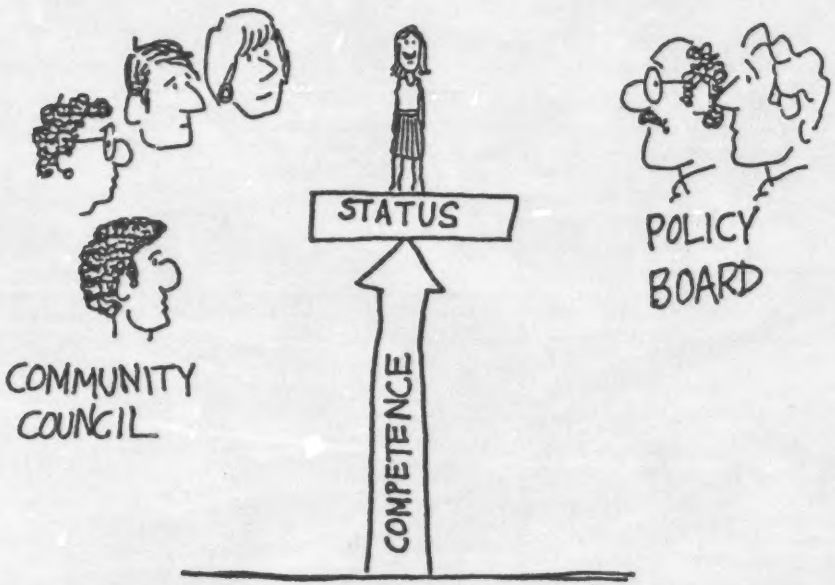
Strong leadership and organizational structure are essential to the success of a community council. The council chairperson serves as the leader of the community council. The chairperson also has leadership responsibilities on the Policy Board for assuring that the project considers input generated by the community council. The project administrative staff is responsible for providing the community council chairperson with information about which decisions must be made. This information should be provided enough in advance to allow the council time to meet, discuss, share, and research topics so that they can make careful and thoughtful decisions.

INFORMATION IS POWER!

The saying "Information is Power" is true. The chairperson should be knowledgeable and informed about all aspects of the Teacher Corps program. This includes knowledge of the National Teacher Corps program, its goals, outcomes, and purposes as well as information related to the local project's goals and objectives. This information should be shared with the entire council. During the life of the Community Council, it should make decisions regarding other kinds of information it will need in order to do its job. This information may include: the project's budget, staffing, proposal writing, or amendments.



Council members should feel free to ask for any information about the project . . . its proposal, reports, the budget, etc.

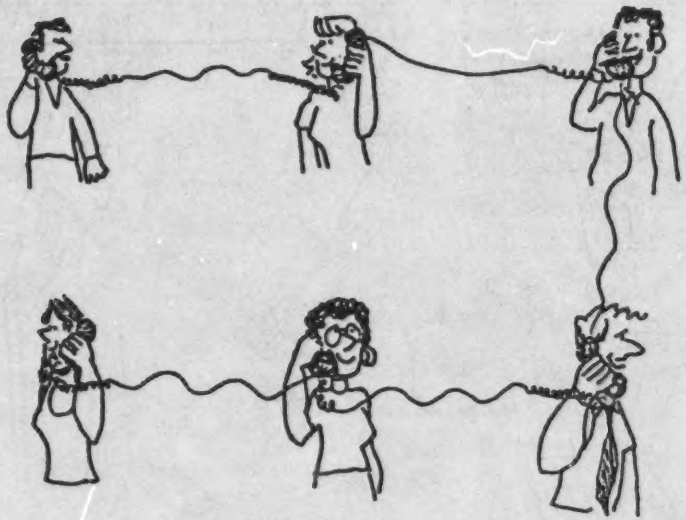


Starting with the formation of the Community Council, the struggle for community to become a respected entity, having parity with the local educational agency and institution of higher education beings. The formula is: information + leadership + competence = status.

Sometimes responsibilities of the community council include this task.

. . . and this job.

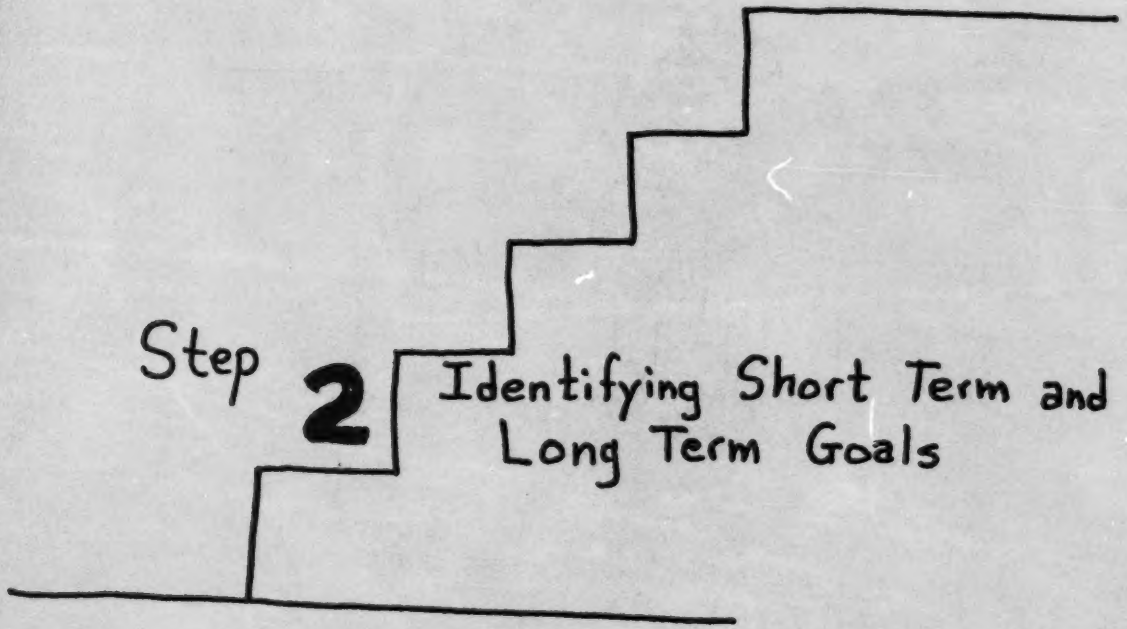
GETTING THE MESSAGE



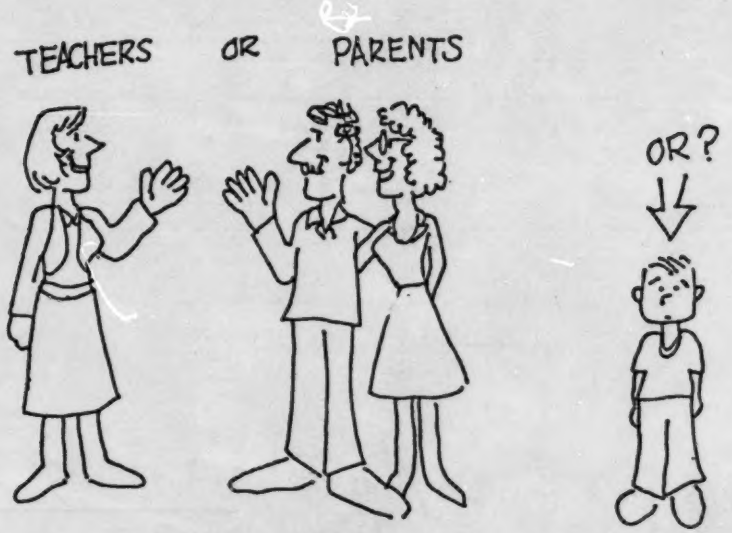
Effective communication is essential to any project. The Council should consider building communication network or "hot-line".

- ELECTION TURN-OUTS
- MEETINGS (POOR ATTENDANCE)
- CHOOSING COORDINATOR
- PERSONAL CONFLICTS
- LOSS OF DEAN
- WRITE BY-LAWS

Don't be discouraged. Just as in life there are "uppers" and "downers". It is important to keep in mind that as councils and projects develop, they encounter many obstacles.

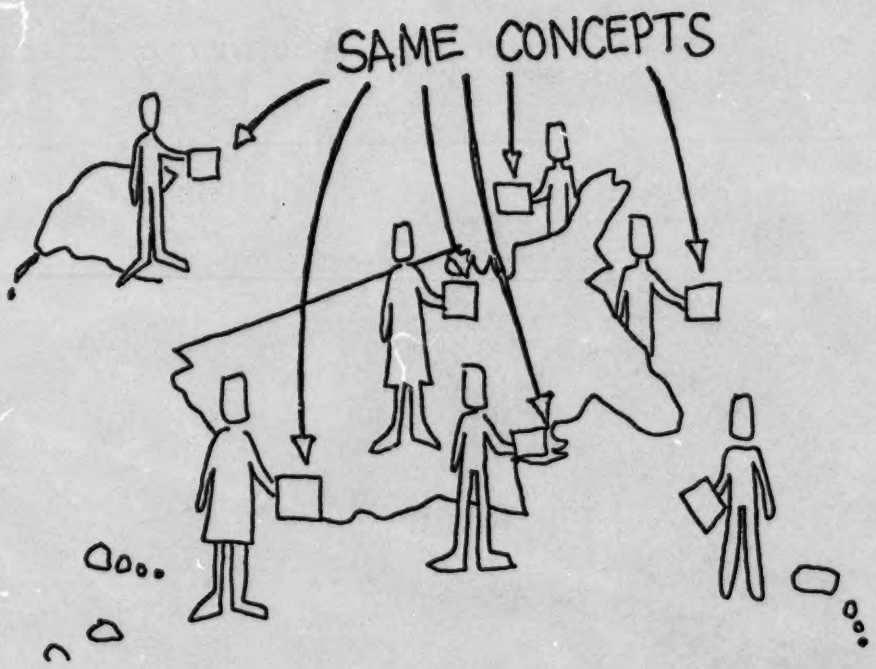

Step 2
Identifying Short Term and
Long Term Goals

WHO IS THE SCHOOL RUN FOR?



Each participant in the project has a sphere of responsibility. As project goals are set, <u>remember</u> this most important question: "Who is the school run for"?

WHO WILL SUFFER IF WE FAIL:

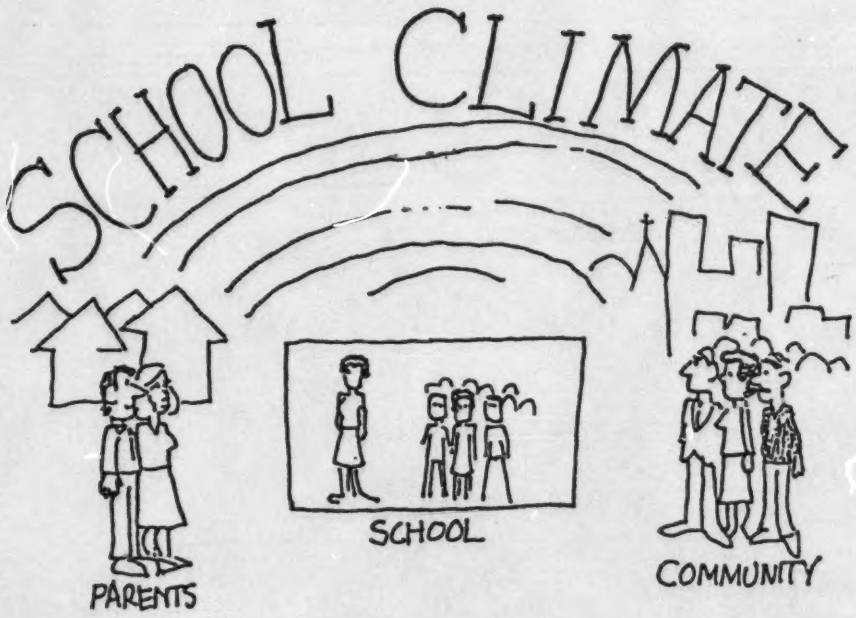


The Teacher Corps Program has identified specific outcomes and elements (means) common to all project sites.

OUTCOMES:

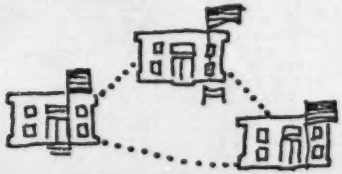
1. Improved School Climate
2. Improved Staff Development
3. Continuation of Educational Improvements
4. Adoption of Educational Improvements

As projects plan for the achievement of the Teacher Corps objectives, each project must address these four specific outcomes.



Let us take a look at the outcome of "Improved School Climate" The "climate" is influenced by three major groups.

BETTER COMMUNICATION AND COLLABORATION WITH COMMUNITY



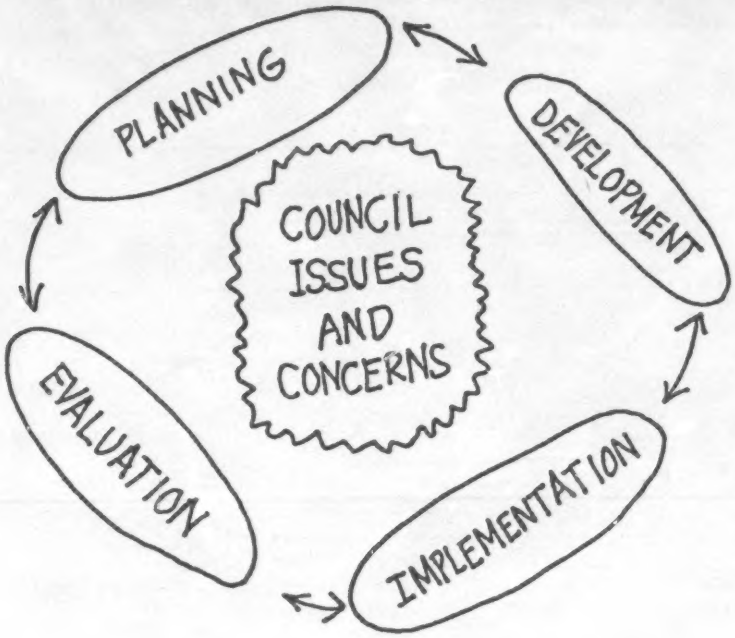
SCHOOLS WORKING TOGETHER

EDUCATE TEACHERS AS WELL AS PARENTS

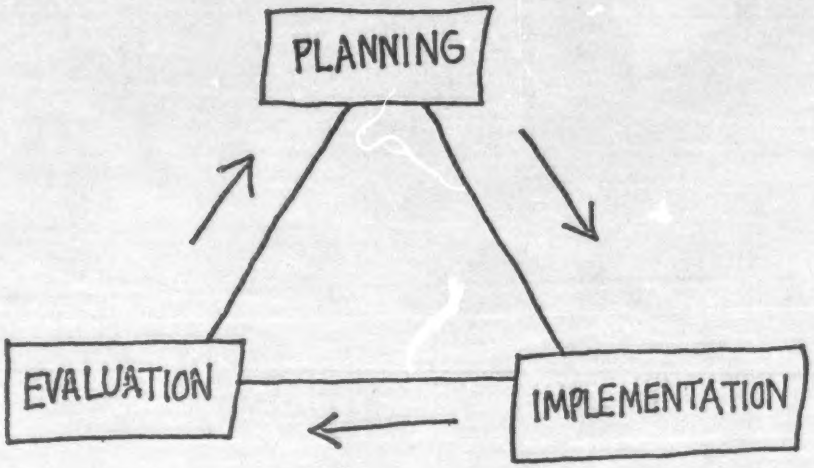
These are some examples of techniques that may be used by Teacher Corps projects in an effort to improve school climate.

MULTICULTURAL EDUCATION: "WE ARE MORE ALIKE THAN WE ARE NOT!"

Another important program element that each Teacher Corps project must reinforce in the schools is education that is multicultural.

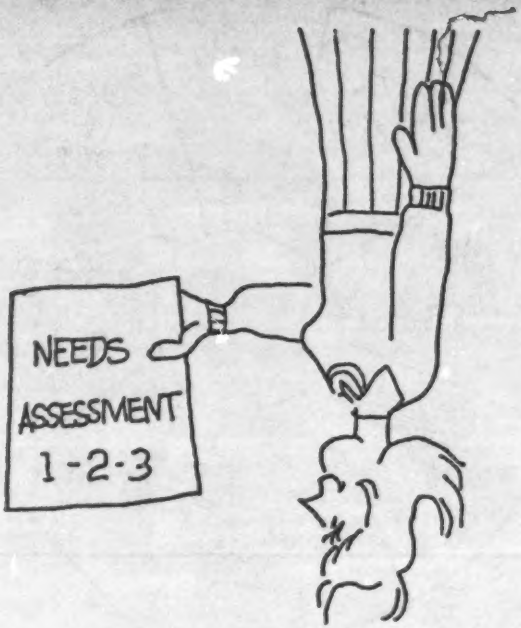


As the project makes decisions about how it wishes to address the Teacher Corps outcomes and program elements (means), the community council needs to define its own issues and concerns. These issues and concerns should relate to the Teacher Corps project's objectives in such a way that the council can plan its activities so that they support the project's overall development.



PLANNING — IMPLEMENTATION — EVALUATION
The processes of planning, implementing, and evaluating should develop into a continuous process that lasts the entire life of the Teacher Corps project. The arrows in the illustration above could very well be pointing in both directions at once because in actual situations these activities are dependent on each other.

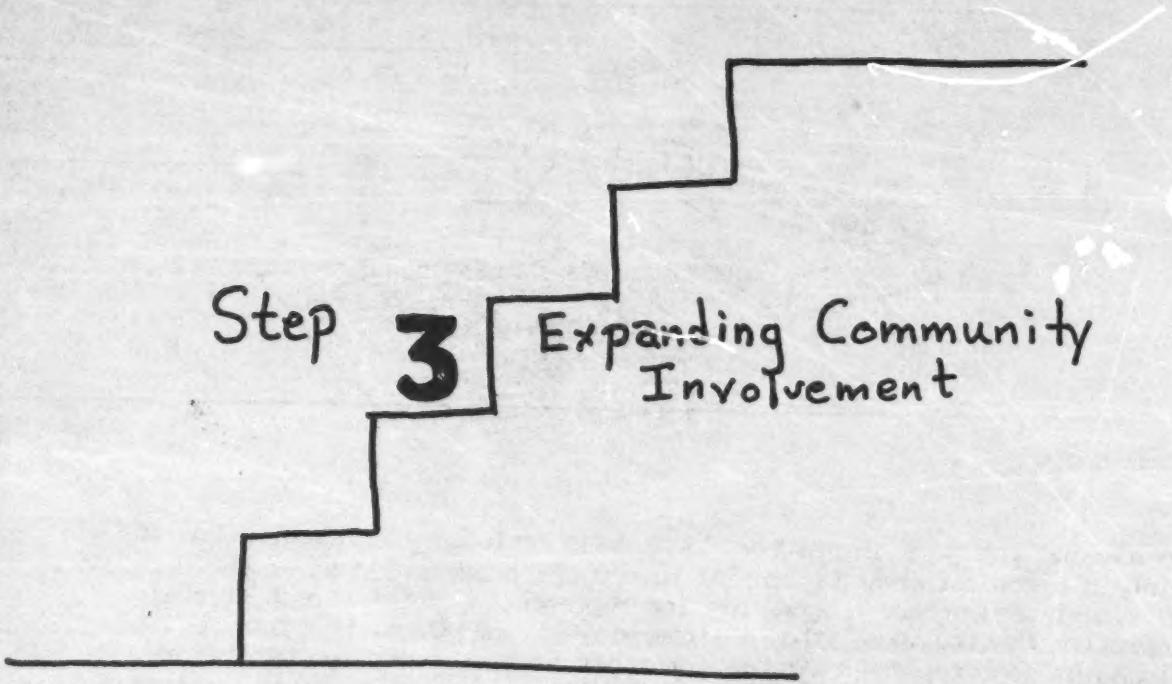
This planning sequence represents a step by step approach to planning for implementation and evaluation. Following this proces it is possible for any group, not just the community council, to plan and develop programs or activities. These same steps should be repeated for each phase of program development -- the planning phase, the implementation phase, and the evaluation phase. While each community council as a group may not be closely involved in the development and implementation of all project activities, individual council members should find this process helpful as they participate in the development of project activities.



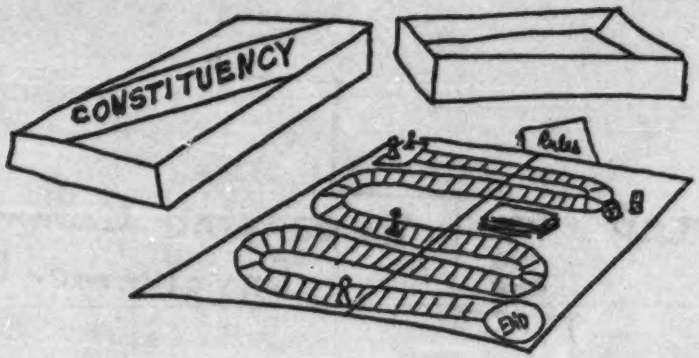
A word about needs assessments - Needs assessments should be planned carefully and should be planned for a specific purpose. All participants who stand to be affected by programs which may be generated by the needs assessment should be involved in the needs assessment planning. Needs assessments should be periodic since often needs have a tendency to change over time.

Teacher Corps Interns

Historically, this group has been an integral part of the Teacher Corps Program. Teacher interns interact, plan and learn through a variety of community activities. These activities provide practical experience for the potential teacher. The interns and the community strive to build an effective partnership.

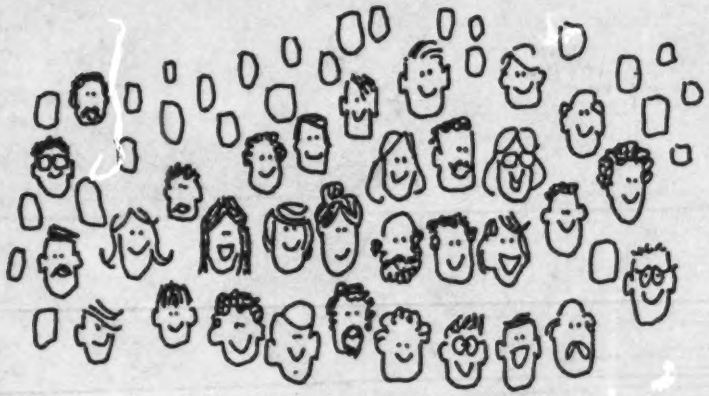

Step 3
Expanding Community Involvement

THE NAME OF THE GAME



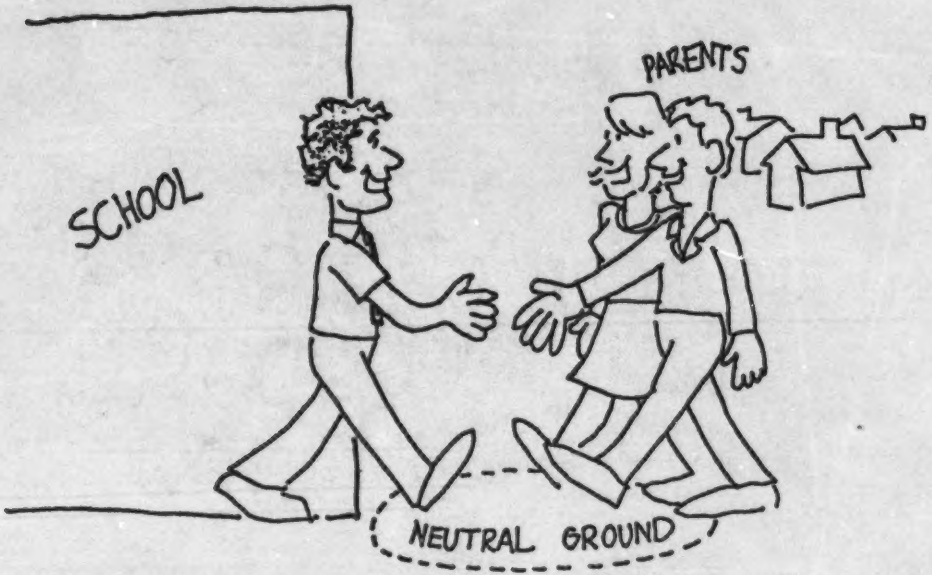
The name of the game in Teacher Corps is constituency. Learning how to maintain a constituency is crucial to project success. Just as the dean and superintendent are responsible for representing the interest of their respective institutions, the chairperson of the Community Council is responsible for representing the interests of the community. Therefore, the Community Council has a responsibility to maintain communications with its consituency, the community as a whole, to assure that it continues to serve as the community's voice.

THE BIGGEST RESOURCE



The people in the community, the council's constituents, can become the project's strongest support system.

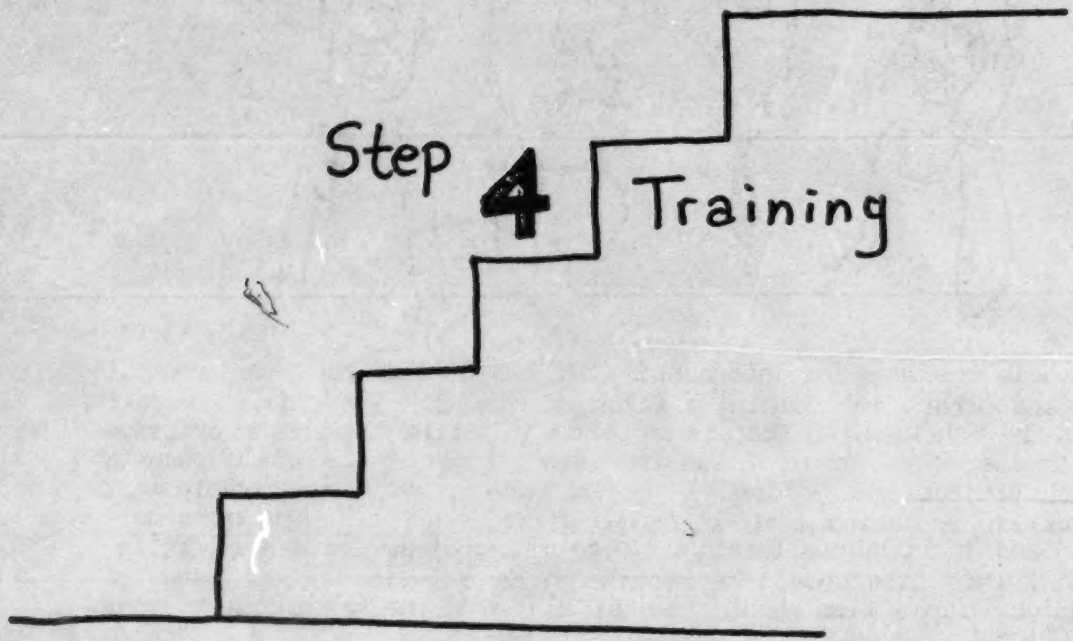
IN TOUCH WITH THE COMMUNITY



This process of working together, collaboration, was reinforced as a major thrust of Teacher Corps Projects beginning with Program '78. Collaboration is required among the school, community and the university.

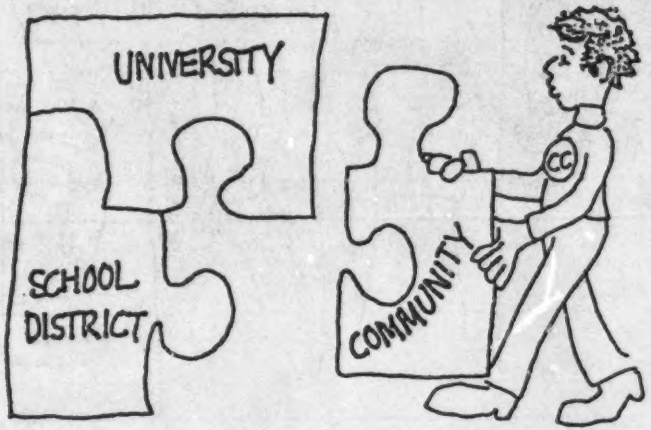
GETTING THE PEOPLE BEHIND YOU.

One way to increase the effectiveness and impact of the council is to build a community based support system. This can be done by establishing lines of communication with all of the community groups, businesses, community agencies as well as parents and other residents of the community.


Step 4 Training

One valuable resource for information that can be used to assist council members and others in building a stronger knowledge base about Teacher Corps is the 1978 National Conference film. This film provides an overview of the Teacher Corps program and emphasizes some of the basic thrusts that each project must address - collaboration, community involvement in education, education that is multicultural, and elements of demonstration and institutionalization. Once the project decides on training needs, this film should be considered as a logical first phase of orientation. (This film should be available from the Washington Teacher Corps Office.)

HOW DOES ONE BECOME AN EFFECTIVE COUNCIL CHAIRPERSON?



. . . by developing and demonstrating effective leadership skills . . .

WHAT IS LEADERSHIP AND HOW DOES IT APPLY TO THE CHAIRPERSON?

. . . as Moses . . . , Napoleon . . . , . . . Jessie James . . . , Jimmy Carter . . . , and the chairperson. The point is that (1) leadership styles vary according to different situations and (2) each individual has his or her own leadership style.

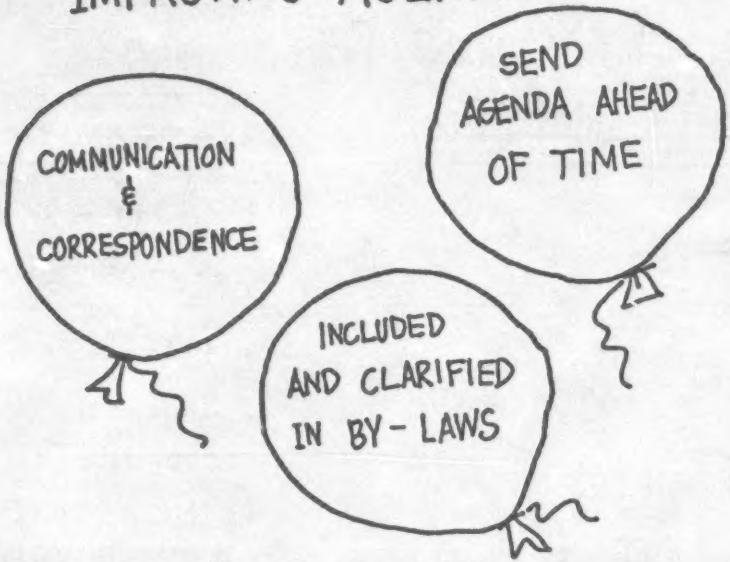
54

Chairperson's Role (Leadership)

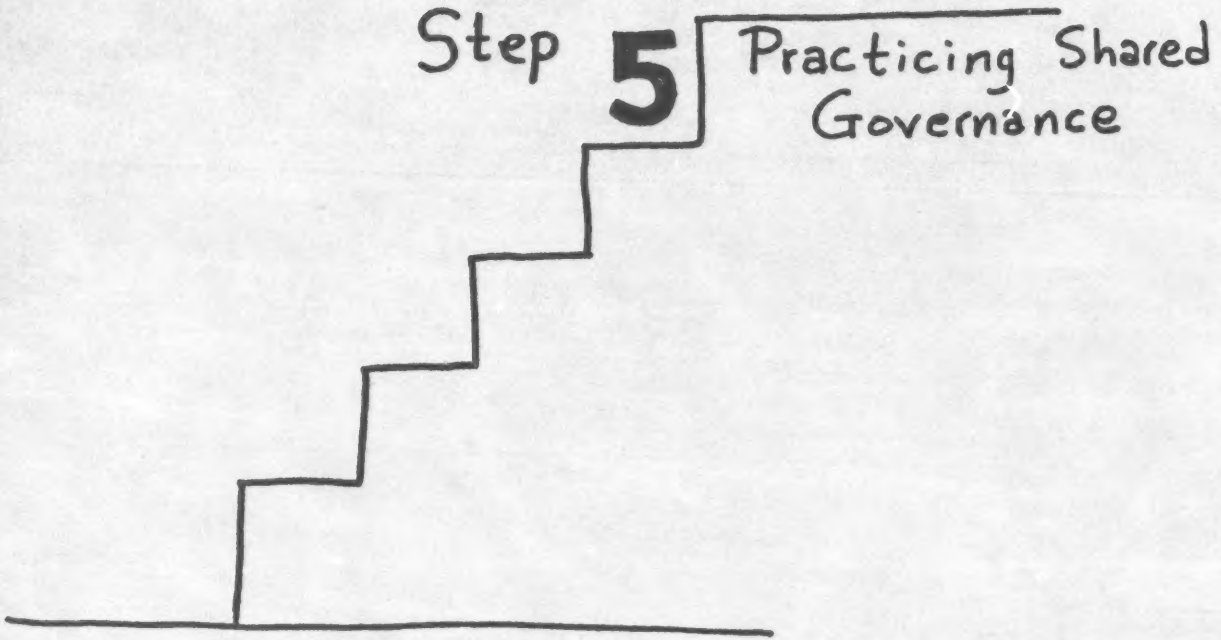
- DO NOT GIVE COUNCIL IMPOSSIBLE TASKS
- ALLOW THE GROUP TO GROW
- BE ORGANIZED
- DELEGATE WORK
- FOLLOW THROUGH ON COMMITMENTS
- REALIZE PEOPLE HAVE DIFFERENT VALUES

As the leader of the council, the chairperson should consider the key points listed above.

STRATEGIES FOR IMPROVING AGENDA



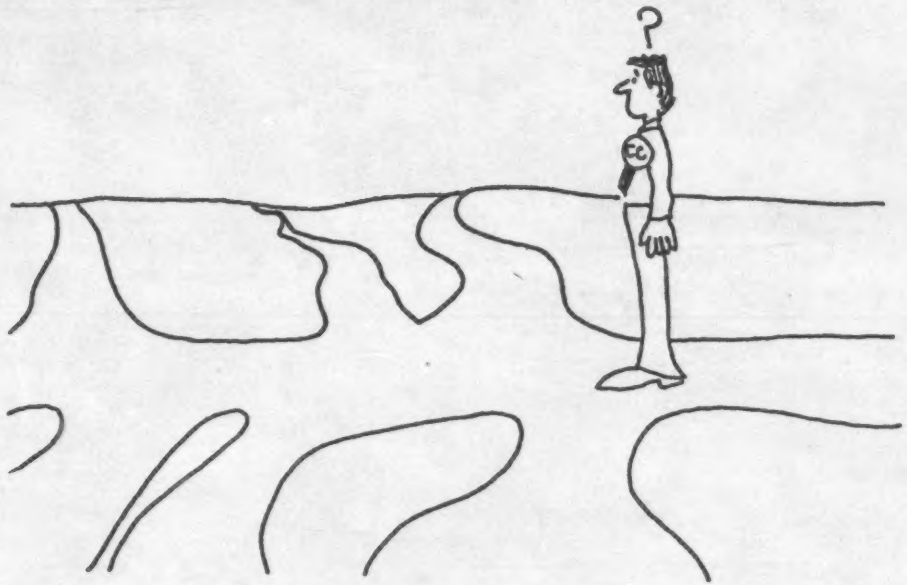
In order for councils to develop into working organizations, issues relating to communications and procedures should be defined and spelled out. Once these areas have been defined, then it becomes easier to identify and solve specific problem areas as they arise. Some of these problem areas may be addressed through training sessions designed for the entire council.


Step 5 Practicing Shared Governance

SHARING

Just as it is often a good idea to reflect on accomplishments, it is just as important to provide time for council members to share experiences and impressions.

WHICH WAY ARE YOU GOING?



The Teacher Corps Regulations state that the community council must participate in decisions that will determine how projects address and achieve the basic outcomes. They emphasize that the community council must be involved in decisions that impact on educational programs affecting the children and communities served by the project. Thus, sharing and collaboration are two key concepts that are an integral part of each project.

The point of this final illustration is to reinforce that council members and project staffs should be working together as groups planning and operating Teacher Corps projects. The circle with a "To It" printed inside is called a "round to it" as in "I'll get around to it tomorrow". Now that we have provided you with a "round to it", the idea is, lets see you get tu it!*

*Graphic courtesy of Ms. Pearl Shelton, Community Coordinator, Northeastern University, Boston Public Schools, District VII.

GPO 872-489

WESTERN • MIDWESTERN
EASTERN • SOUTHEASTERN

Recruitment and Community
Technical Resource Center

The Recruitment and Community Technical Resource Centers work directly with the following Teacher Corps personnel in Washington:

John A. Minor, Director
James P. Steffensen, Associate Director of Development
Velma Robinson, Recruitment and Community Technical Resource Centers Program Monitor

Mailing Address:
Teacher Corps
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472-2582

Location:
Teacher Corps Washington
Donohoe Building
400 6th Street
Washington, D.C. 20202